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ABSTRACT

The student learning profile consists of a cover sheet for including basic student information and checklists that focus on language and job-related skills. The cover sheet contains spaces for pre- and post-test scores, student expressed learning goals, and the proposed teaching and learning plan. The checklists, one for each of three instructional levels (beginner, intermediate, and advanced), list specific skills in the following areas: personal and social identification and everyday life; functioning on the job; union and workplace rights; health and safety; and English language use. Some items on the checklists are specified as being evaluated in the student's native language. The lists are intended as a means for recording individual student progress, or "benchmarks," toward mastery. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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BENCHMARKS AND STUDENT LEARNING PROFILE FOR THE WORKPLACE ESL PROGRAM OF THE LABOR EDUCATION CENTER AT SOUTHEASTERN MASSACHUSETTS UNIVERSITY

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Student Learning Profile - Assessment/Achievement

Name.....

Teacher.....

Level.....

Pre Test Score..... Post Test Score.....

Student Expressed Learning Goals:

Proposed Teaching/Learning Plan:

Achievement Profile - Speaking and Listening - Beginner Level

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Name:.....

.....

Date:#1.....**#2**.....**#3**.....**#4**.....

Section I
Personal and Social Identification/Everyday Life **Notes**

____ Responds to basic questions (name/address/country of origin).
____ Gives/responds to greetings/farewells.
____ Initiates/responds to informal "small talk"
____ Interrupts/ends conversation.
____ Briefly describes feelings.
  ____ about work
  ____ about other life areas
____ *In own language: Identifies learning goals*

Section 2
On the Job

____ Identifies present job title, company.
____ Briefly describes job duties.
____ Briefly describes problems:
  ____ at work
  ____ in other life areas
_____ Requests something needed:
  _____ at work
  _____ in other life areas
_____ Makes simple phone call
  _____ to work.
  _____ to other places.
_____ Follows simple directions.
_____ Asks for clarification if something is not understood.

Section 3
Union/Workplace Rights

_____ Requests something of shop steward.
_____ Requests union representation.
In own language:
_____ *Understands basic workplace rights*
_____ *Understands key contract sections*

Section 4
Health and Safety

_____ Identifies body parts.
_____ Describes health problem/symptoms.
_____ Describes/reports dangerous condition.
_____ Identifies safety gear.
_____ Requests safety gear (I need.....)
_____ Gives/responds to warnings.

in own language:
_____ *Understands basic rights under OSHA*

Literacy Achievement Profile - Beginner Level

_____ Reads alphabet in English
_____ Understands left to right /top to bottom/sequence of words.
_____ Word recognition:
    _____ has access to dictionary/understands use of dictionary
    _____ uses dictionary
    _____ uses roots, prefix, suffix
    _____ uses context

_____ Looks up simple information (phone book, directory)
_____ Reads simple signs:
    _____ at work (safety, directional)
    _____ road signs
    _____ signs in everyday life

_____ Reads simple labels.
_____ Reads days of week/months of year.
_____ Reads /fills out simple forms.
_____ Spells name.
_____ Keeps spelling list of own errors
_____ Reads short paragraph based on language experience .
_____ Begins short journal entries.

Achievement Profile - Speaking and Listening - Intermediate

Name.....
Teacher:.....
Dates: #1.....**#2**.....**#3**.....**#4**.....

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Section-I **Notes**

Social and Personal Identification

_____ Responds to questions about self/experience with some elaboration.
_____ Introduces self/responds to introductions.
_____ Engages in small talk with some fluency.
_____ Initiates/interrupts/concludes conversations.
_____ Identifies differences in tone and register in variety of conversations
_____ Adapts tone and register to variety of conversations.
_____ Gives/responds to greetings/farewells, including idiomatic expressions.
_____ Discusses own abilities ,interests, educational goals, life goals.
_____ Discusses differences between native country/U.S.
_____ Discusses feelings with some elaboration.
  _____ about work
  _____ about other life areas
_____ Uses phone:
  _____ calls in to work (sick/late)
  _____ calls for information/to report something
  _____ calls to make/change/cancel appointments
_____ Expresses opinion/point of view and offers support for position.
  _____ about work issues
  _____ about union issues
  _____ about community issues

Section 2
On the Job

_____ Describes past and present job: title, duties and equipment with some detail.
_____ Describes present job : title, duties, and equipment with some detail.
_____ Describes problems at work.
_____ Responds to feedback and criticism.
_____ Requests something needed
  _____ at work
  _____ in other life areas
_____ Gives/follows instructions:
  _____ at work
  _____ in other life areas
_____ Asks for clarification if something is not understood.
_____ Gives/follows basic directions.

Section 3
Union/Workers Rights
_____ Initiates grievance procedure.
_____ Requests something from shop steward/union representative.
_____ Requests union representation.
_____ Describes structure/function of union.
in own language:
_____ *Understands basic workplace rights.*
_____ *Understands key contract sections.*

Section 4
Safety and Health
_____ Describes health problems
  _____ at work
  _____ in other life areas/family health
_____ Describes symptoms with some detail.
_____ Discusses industrial specific diseases/illness.
_____ Describes/reports dangerous conditions.
_____ Identifies safety gear.
_____ Requests safety gear
_____ Discusses safety issues :
  _____ in the workplace.
  _____ at home.
_____ Offers suggestions to safety committee.
_____ Understands basic rights under OSHA

_____ Uses dictionary
- _____ bilingual
- ___ English-English

_____ Uses index/table of contents
- _____ books
- _____ magazines
- _____ union contract
- _____ other.....

_____ Locates information from variety of sources
- _____ directories
- _____ phone book
- _____ community resource books
- _____ union contract
- _____ other.....

_____ Understands structure/order/layout
- _____ of newspapers
- _____ of magazines
- _____ of books

_____ Locates own reading material
- _____ from library
- _____ from other sources.....

_____ Reads short pieces
- _____ language experience stories
- _____ writings of other immigrant workers
- _____ other self selected material
- _____ flyers, notices, fact sheets (work/union/community)
- _____ newspaper/magazine articles
- _____ key contract sections

_____ Understands literal level of text

_____ Infers information not explicitly stated in text

_____ Draws conclusions from reading
- _____ about issues/historical information/characters

_____ Responds/reacts to texts
- _____ gives immediate personal reaction
- _____ relates reaction to feelings and prior experience
- _____ examines how reading might alter outlook on a subject
- _____ asks questions about text.

_____ Reads appointment cards

_____ Reads labels
- _____ medications
- _____ prescriptions
- _____ ingredients/directions

_____ Reads signs:
- _____ at work (safety, directional)
- _____ road signs
- _____ common signs in everyday life

_____ Reads maps
- _____ of plant
- _____ of neighborhood
- _____ of city/state
- _____ of U.S./world

_____ Spells name

_____ Keeps list of own spelling errors

_____ Fills out more complex forms
- _____ job application
- _____ social security form
- _____ insurance form
- _____ other application forms (library card, courtesy card, credit card, etc)

_____ Writes short notes/memos:
- _____ at work (supervisor, union rep)
- _____ out of work (to child's teacher, to mechanic, etc.)

____ Writes longer letter
- _____ to family members
- _____ to public officials
- _____ to editorial page

Literacy - Intermediate

_____ Observes and adapts differences in tone/register between formal and informal correspondence.
_____ Writes journal entries (dialogue journal).
_____ Writes short piece
    _____ about self/experience(narrative)
    _____ expressing and supporting point of view
    _____ describing something (working conditions)
_____ Observes sentence boundaries.
_____ Writes cohesive short paragraphs.
_____ Writes longer units of discourse.
_____ Uses correct punctuation.

Achievement Profile - Speaking and Listening -Advanced Level

Name:.....
Instructor:.....
Date #1.....**#2**.....**#3**.....**#4**.....

Section 1
Social and Personal Identification/Everyday Life **Notes**

_____ Responds to questions about self/experience/background with more elaboration.

_____ Introduces self/responds to introductions.
_____ Initiates and sustains informal conversation.
_____ Discusses abilities/educational goals/life goals.
_____ Discusses feelings with more elaboration.
  _____ about work
  _____ about other life areas
_____ Discusses differences between native country/U.S.
_____ Initiates/interrupts/concludes a conversation.
_____ Adapts tone and register to variety of conversations.
_____ Uses phone
  _____ calls in to work
  _____ calls for information/to report something
  _____ calls to make /change/cancel appointments
_____ Expresses opinion/point of view and offers support for position.
  _____ about work issues
  _____ about union issues
  _____ about community issues
  _____ about world issues

Section 2
On the Job

_____ Describes past and present job : title, duties and equipment with details.
_____ Describes present job: title, duties and equipment with details.
_____ Describes problems at work with specific illustrations.
_____ Responds to feedback and criticism.
_____ Requests something needed
  _____ at work
  _____ in other life areas
_____ Asks for clarification if something is not understood.
_____ Gives/follows more complex directions

Section 3
Union/Workers' Rights

_____ Describes structure/function of union.
_____ Initiates grievance procedure.
_____ Requests something from shop steward/union representative.
_____ Requests union representation.
_____ Understands basic workers' rights.
_____ Understands key contract sections.

Section 4
Health/Safety

_____ Describes health problems.
  _____ at work.
  _____ out of work.
_____ Describes symptoms with specific detail (duration/intensity).
_____ Describes/reports dangerous conditions.
_____ Identifies safety gear.
_____ Requests safety gear when needed.
_____ Discusses safety issues:
  _____ in the workplace.
  _____ at home.

Notes:

_____ Uses dictionary
- _____ bilingual
- _____ English-English

_____ Uses index/table of contents
- _____ books
- _____ magazines
- _____ union contracts
- _____ other.....

_____ Locates information from variety of sources
- _____ directories
- _____ phone book
- _____ community resource book
- _____ union contract
- _____ reference books
- _____ other.....

_____ Understands structure/order/layout
- _____ of newspapers
- _____ of magazines
- _____ of books

_____ Locates own reading materials
- _____ from library
- _____ from other sources
  (describe).....

_____ Reads short pieces
- _____ language experience stories
- _____ writings of other immigrant workers
- _____ flyers, notices, fact sheets (work/union/community)
- _____ newspaper/magazine articles, simplified
- _____ self selected material .
  .(describe).....

_____ Reads longer pieces
- _____ longer articles(newspapers, magazines)
- _____ books

_____ Understands literal level of text

_____ Infers information not explicitly stated in text.

_____ Draws conclusions from reading
- _____ about issues/historical information/characters
- _____ Responds/reacts to texts
- _____ gives immediate personal reaction
- _____ relates reaction to feelings and prior experience/knowledge
- _____ examines how reading might alter outlook on a subject
- _____ Asks questions about the text

_____ Reads appointment cards

_____ Reads lables
- _____ medications
- _____ prescriptions
- _____ ingredients

_____ Reads signs
- _____ at work (safety/directional)
- _____ road signs
- _____ common signs in everyday life

_____ Reads maps
- _____ of plant
- _____ of neighborhood
- _____ of city/state
- _____ of world

_____ Spells name

_____ Keeps list of own spelling errors

_____ Fills out more complex forms
- _____ job application
- _____ social security
- _____ insurance form
- _____ other application forms (library, credit card, etc.)

_____ Writes short notes/memos
- _____ at work(supervisor, union rep, safety committee)
- _____ out of work (child's teacher, etc.)

_____ Writes longer letter
- _____ to family members
- _____ to public officials
- _____ to editorial page

Literacy-Advanced

_____ Observes differences in tone/register between formal and informal writing(audience awareness)
_____ Writes longer journal entries/responds to entries.
_____ Writes short piece
    _____ about self/experience/background (narrative)..
    _____ expressing and supporting point of view.
    _____ describing something(working conditions).

_____ Observes sentence boundaries.
_____ Writes cohesive short paragraph.
_____ Writes longer units of discourse.
_____ Uses correct punctuation.